DOCUMENT RESUME

ED 364 397 RC 019 419

AUTHOR Neely, Steve
TITLE Personnel Recruitment/Selection/Induction in Small/Rural Schools.
PUB DATE Oct 93
NOTE 38p.; Paper presented at the Annual Rural and Small Schools Conference (15th, Manhattan, KS, October 25-26, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Criteria; Elementary Secondary Education; *Employment Interviews; Occupational Information; Personnel Management; *Personnel Selection; Rural Schools; *School Districts; School Personnel; Small Schools; *Teacher Orientation; *Teacher Recruitment; Teacher Selection
IDENTIFIERS Kansas

ABSTRACT

This paper provides tips and resources for the recruitment, selection, and induction of teachers and other school personnel. These materials were developed with rural and small schools in mind; some resources focus on Kansas. Means of recruitment are discussed, including internal search, referrals, college and university placement services, professional organizations, and advertisements. Steps in the selection process are outlined. An overview is presented of induction of beginning teachers, desired outcomes of induction, information needs of beginning teachers, the nature of personal adjustment to the workplace, and necessary components of the induction process. This paper also includes components of a job description; a sample job description; sample selection criteria for a sixth-grade teaching position and a high school English teaching position; interview questions for teaching applicants; a sample job posting; questions for an employment application, with examples of discriminatory and nondiscriminatory questions; application forms for teachers, nonprofessional personnel, and principals; sample acceptance and rejection letters; a listing of Kansas colleges and universities with teacher placement services; and a listing of Kansas professional organizations that advertise administrator vacancies. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 397

PERSONNEL RECRUITMENT/SELECTION/INDUCTION IN SMALL/RURAL SCHOOLS

RURAL & SMALL SCHOOL CONFERENCE

MANHATTAN, KS
OCTOBER, 1993

Steve Neely, Supt.
USD 403, Otis-Bison
R. R. 1, Box 76A
Albert, KS 67511
(316) 923-4661

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Steve Neely
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC 019419

BEST COPY AVAILABLE

AS IN ALL SERVICE RENDERING INSTITUTIONS,
THE SCHOOL WILL BE SUCCESSFUL IN DIRECT
PROPORTION
TO THE QUALITY OF ITS EMPLOYEES

TABLE OF CONTENTS

RECRUITMENT 1-4
Internal Search 1
Referrals 1
Institutions of Higher Learning 1-3
Professional Organizations 4
Advertising Position Vacancies 4
SELECTION 4-5
Steps in Selection Process 5
INDUCTION 6-11
Developing Job Descriptions 12-13
Sample Job Description 14
Selection Criteria for Elementary Position 15
Selection Criteria/Rating Scale for Secondary Position 16-17
Interview Questions for Teaching Position 18-20
Sample Vacancy Notice 21
Employment Application Questions, Dos/Don'ts 22-25
Sample Teacher's Application 26-28
Sample Classified Application 29-30
Sample Administrative Application 31-32
Sample Approved Employment Letter 33
Sample Regrets Letter 34

RECRUITMENT

Recruitment is a process involving the discovery of potential applicants for a position vacancy. it has been demonstrated that certain recruiting methods produce the best candidates for particular job vacancies.

Internal Search

Promotion from within the educational organization has definite advantages. This method tends to build morale for existing employees. Supervisors have a greater knowledge regarding the applicant and his/her abilities. The induction process is greatly minimized for an employer already within the organization and community.

Referrals

Current employees and peers within the educational arena are typically the source of referrals. College institutions, other administrators, and teachers are excellent sources for certified applicants. Employees currently filling classified positions generally know other individuals within the community with abilities and interests to fill classified vacancies.

Institutions of Higher Learning

Most educational institutes offer placement services not only to recent graduates but also to former graduates. In the midwest, most colleges and universities will allow graduates from other institutes to register with placement offices for a nominal fee. The following is a listing of some of the colleges/universities in Kansas which offer placement services:

Larry Hanna
Teacher Placement Officer
Emporia State University
12 Commercial Street
Emporia, KS 66801-5087
(316) 341-1200 Ext. 5407

Dan Rice
Teacher Placement Officer
Ft. Hays State University
Hays, KS 67601
(913) 628-4260

James N. Akin
Teacher Placement Officer
Kansas State University
Manhattan, KS 66506
(913) 532- 6508

Ann Hartley
Teacher Placement Officer
University of Kansas
Lawrence, KS 66045
(913) 864-3624

Beverly Werner
Dir. of Career Services
Pittsburg State University
Pittsburg, KS 66762
(316) 235-4140

Jill Pletcher
Dir. of Career Services
Wichita State University
Wichita, KS 67260
(316) 689-3435

Jeanne Mott
Teacher Placement Officer
Baker University
Box 65
Baldwin City, KS 66006-0065
(931) 594 6451 Ext. 382

Rick Johnson
Teacher Placement Officer
Bethany College
Lindsborg, KS 67456
(913) 227-3311 Ext. 230

Wynona Haun
Teacher Placement Officer
Bethel College
North Newton, KS 67117
(316) 283-2500 Ext. 255

Bruce Quantic
Teacher Placement Officer
Friends University
2100 University
Wichita, KS 67213
(316) 261-5824

Vivian Miller
Teacher Placement Officer
Kansas Newman College
3100 McCormick
Wichita, KS 67213
(316) 942-4291 Ext. 254

Professional Organizations

Two professional organizations in Kansas which provide listings in their publications for administrative vacancies include the following:

Kansas Association of School Boards
1420 S. W. Arrowhead Rd.
Topeka, KS 66604-4024
(913) 273-3600

United School Administrators
820 S.E. Quincy
Suite 200
Topeka, KS 66612-1165
(913) 232-6566

Advertising Position Vacancies

School districts in small/rural schools many times do not have the luxury of a geographically close newspaper. Thus, for classified positions, flyers posted in local businesses along with word-of-mouth often provide the best advertisements for vacancies.

SELECTION

The objective of the selection process is to employ individuals who will be successful on the job. The potential cost of selecting an applicant who will not be successful is enormous. These are often incalculable due to inadequate performance, expenses connected with a plan of improvement, the termination process, and because of the expense involved with hiring new employees.

A selection decision may result in four possible outcomes. The process is positive when the individual hired proved to be successful on the job or when a rejected applicant would have performed inadequately. The process is negative when a rejected candidate could have performed successfully on the job or when the individual hired performs inadequately.

The following are typical steps in the selection process:

1) Compile the job description. The person currently filling the position and the immediate supervisor are frequently good sources for input.
2) Have the administrative team review the job description.
3) Have the Board of Education approve the job description.
4) Establish an interview committee. This should consist of the immediate supervisor, the building administrator, and another administrator within the district.
5) Establish the selection criteria.
6) Compile a list of interview questions and an accompanying rating sheet for responses.
7) Write the vacancy notice and advertise the position along with appropriate timelines.
8) Select the candidates to be interviewed. Depending upon the position and the number of applicants, usually interview at least three applicants.
9) Interview candidates. Be aware of legal constraints upon the interview process.
10) Check references and credentials. Be sure to advise the candidates of your intention to contact reference.
11) Select the best candidate.
12) Implement the job offer and acceptance.
13) Recommend the candidate to the Board of Education for legal employment.
14) Notify the successful applicant of the Board's action and the unsuccessful applicants.

INDUCTION

Induction to a newly-acquired occupational position is a process developed and implemented to familiarize new employees with their work responsibilities and resultant related areas of impact (Rebore, 1991). The business community has long recognized the importance of this process. The educational community is rapidly realizing the significance of induction for newly employed teachers and the disadvantages of it being a loosely organized process.

As applied to the educational field, induction is generally regarded as the process whereby new teachers become familiar with their occupational responsibilities, the school district, their peers, and the community in which they will teach. As such, induction becomes an important aspect of internal communications. Induction as a process is clearly an administrative function and of singular importance as a form of internal communications.

As an administrator, one must first identify the desired outcomes of the induction process. Typically, these desired outcomes should include the following:

a. to enable the teacher to perceive his/her environment as a warm, nurturing, and welcome situation

b. to motivate the teacher to achieve at his/her potential

c. to enable/encourage the teacher to become a member of the educational team

d. to provide the teacher with adjustment skills

e. to communicate information regarding the work-place and the community

f. to create an awareness and collegiality with peers

g. to encourage employer retention

h. to enable the transition from student to teacher to be a positive process

i. to assist in the commencement of the school year

Traditionally, induction processes in the educational arena can be divided into two distinct categories; information providing and personal adjustment. The information providing component generally is an attempt to place the new employee in a position to receive information regarding the work-place. This can be information concerning district goals and

objectives, physical facilities, students, parents, the community, and work-force benefits and regulations. The personal adjustment component is focused upon the feelings/perceptions the employee has regarding his/her position within the work-force and an interaction phase of the relationships between the new teacher and the building administrator, faculty, students, parents, and other individuals within the work-place associations.

James Conant (1969) went so far as to advocate a guarantee should be provided by school boards to first-year teachers which included the following:

a. formalized induction process

b. limited teaching responsibility

c. assistance in gathering instructional materials

d. advice of experienced teachers whose instructional responsibilities are reduced in order that they can work with new teachers

e. shifting to more experienced teachers those students who create problems beyond the ability of the novices to handle effectively

f. specialized instruction concerning the characteristics of the community, the neighborhood, and the students

The new teacher induction process is regarded by most educational practioners as a natural continuation of the teacher education process. Pigge and Marso (1992) found in a study of beginning teachers in 1990 as compared to a like group of 1985 beginning teachers that a concentrated beginning teacher induction process resulted in preparing beginning teachers for the realities of the educational work environment. The 1990 beginning teachers who had received more field experience and a concentrated induction program reported less job entry reality shock than their 1985 counterparts who had fewer field experiences and a loosely organized induction program.

A part of the effort to restructure the American school system includes the recognition of the importance of the induction process as a form of internal communications. Many states have enacted legislation which mandates some form of induction process. In many instances, the

process of "mentoring" as an induction strategy (mentioned earlier in this paper as an advocation of James Conant) has gained wide acceptance. Through the mentoring process, direct, one-on-one internal communications occurs between the experienced teacher and the neophyte educator (Brzoska, 1987). The experienced teacher (mentor) communicates with the new teacher in a more informal, sometimes more practical manner. In addition to the communication of desired/required information, this process tends to build collegiality.

It is imperative for all processes within the educational arena to be evaluated. However, the induction process is difficult for the assessment process due to the number of independent variables which impact the outcome. When a beginning teacher is either successful or unsuccessful, it is difficult to determine the significance of any one aspect. Even an attempt to ascribe the significance of the general area of preparation is a difficult task. Research on the area of the induction process in the

educational arena is particularly sketchy. Researchers tend to place emphasis upon self-perceptions as the most frequent evaluative method. Self-perception can, and frequently is both an unreliable and invalid technique. However, due to the wide-spread belief that an organized induction program contributes to the success potential of beginning teachers, it is my perception that we will continue to see an emphasis placed upon this form of internal communications.

As with any new phase of one's life, new educators need the comforting, reassurance, and nurturing from those around them. We tend to stay, accept, and belong to a societal unit where we are made to feel welcome and recognize that we are a contributing member of that unit. Possessing all of the above, a new teacher should be in a better position to achieve at one's potential.

DEVELOPING JOB DESCRIPTIONS

The regulations implementing the Americans with Disabilities Act define a "qualified individual with a disability" as "an individual with a disability who satisfies the requisite skill, experience, education and other job related requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position." 29 CFR 1630.2(m).

I. **What is an essential function?** The regulations define essential functions as:

   A. Fundamental job duties of the employment position the individual with a disability holds or desires.

   B. The term does not include marginal functions. 29 CFR 1630.2(n)(1).

II. **What makes a job function essential?** The regulations suggest that the reasons a job function may be considered essential, include, but are not limited to:

   A. The position exists to perform that function

   B. There are a limited number of employees available among whom the performance of that job function can be distributed

      1. Small number of employees

      2. Heavy work flow during peak periods

   C. The function may be highly specialized and require particular expertise or ability 29 CFR 1630.2(n)(2)(i)-(iii).

III. **What constitutes evidence of whether a function is essential?** The regulations suggest that evidence includes, but is not limited to:

   A. The employer's judgment

      1. Must be supported by evidence of actual performance

      2. Be careful of "paper requirements" that are not enforced

   B. Written job descriptions prepared before advertising or interviewing applicants for the job

1. If an employer wishes to use a job description as evidence of essential functions, it should identify those functions the employer believes to be important in accomplishing the purpose of the job.

2. To be relevant evidence, job descriptions must accurately reflect the actual functions of the current job.

3. In identifying essential functions, focus on the purpose of the function and the result to be accomplished rather than the manner in which the function is presently performed.

   a. ability to access, input and retrieve information from a computer vs. ability to manually input or visually read

   b. ability to move boxes vs. ability to lift and carry

4. Functions listed on job descriptions should be job-related and consistent with business necessity.

5. Job descriptions must be current and should be updated on a regular basis.

C. Amount of time spent on the job function

D. Consequences of not requiring the person to perform the function

E. Terms of a negotiated agreement

F. Work experience of past incumbents in the job

   1. Consult employees and their supervisors when developing job descriptions

   2. Observe work operations

G. Current work experience of incumbents in similar jobs

   1. Consult and observe as above

29 CFR 1630.2(n)(3)(i)-(vii).

SAMPLE JOB DESCRIPTION

TITLE: Position title

DEPARTMENT: Name of department or building where job is performed

REPORTS TO: Name of supervisor or supervisor's title

DATE: Date the job description was last reviewed or revised

PURPOSE AND OBJECTIVES OF THE POSITION

This section may include
* primary responsibility of the job
* end results the job is expected to accomplish
* description of degree of supervision or freedom to act

ESSENTIAL JOB FUNCTIONS

* A description of tasks, duties, responsibilities, etc., that are the means of accomplishing the job's purpose
* Describe the function and why it is required
* Note frequency of function where appropriate

MARGINAL FUNCTIONS

* A description of other functions that the employee may be asked to perform but which are not essential the the particular job in question

KNOWLEDGE, SKILLS OR EXPERTISE REQUIRED

SUPERVISORY RESPONSIBILITY

MINIMUM QUALIFICATIONS FOR THE POSITION

* Education
* Experience

PHYSICAL DEMANDS OF THE JOB (optional)

CAUTION: USE ONLY IF APPROPRIATE FOR AN ESSENTIAL FUNCTION

ENVIRONMENTAL CONSIDERATIONS (optional)

SELECTION CRITERIA FOR A SIXTH-GRADE TEACHING POSITION

ACADEMIC CRITERIA

1. Has appropriate college or university coursework and degree(s).
2. Has earned a grade point average in undergraduate and/or graduate courses that meets the acceptable standards of the district.
3. Demonstrates through an appropriate interview a working knowledge of the English language in verbal and written context.
4. Demonstrates an understanding and working knowledge of elementary mathematics skills that are compatible with the District's mathematics curriculum guide.
5. Demonstrates the skills necessary to teach reading in a manner compatible with the district's reading curriculum guide.
6. Has had some formal or informal training in music and has developed the skill to perform with a musical instrument.
7. Has completed courses in drama or participated in extracurricular dramatic performances, plays, or musical presentations during high school or college.

PERSONAL CRITERIA

8. Indicates a willingness to interact and communicate in a constructive fashion with district staff and community constituents.
9. Exhibits healthy, considerate, mature attitudes that would promote positive intra-staff and community relationships.
10. Dresses in a manner meeting the expectations of the school district and meets socially acceptable standards of hygiene and health care.
11. Is physically capable of actively participating with minimum proficiency in a sixth-grade outdoor experience that includes repelling, canoeing, spelunking, and ropes course participation.
12. Expresses a willingness to abide by and implement the district's policies as prescribed by the board of education.

EXPERIENTIAL CRITERIA

13. Has relevant past teaching experience.
14. Has relevant student teaching experience.
15. Has a record of participating in extracurricular activities during high school and/or college (Extracurricular being defined as any organized school approved activity).
16. If applicant has had teaching experience, has demonstrated an interest in ongoing self-improvement by participating in professional workshops, seminars, college/university courses, or other professional programs.

SELECTION CRITERIA FOR A HIGH SCHOOL ENGLISH TEACHER

Applicant's Name_____ **Date** _____

A check on the scale is an indication of initial judgment. It is assumed that other sources of information may alter the interviewer's judgment as to the applicant's suitability. 1 = Inferior; 5 = Superior

SELECTION CRITERIA

A *Personal Characteristics and Qualifications*

	1	2	3	4	5
1. Personal appearance–neat, clean, etc.					
2. Poise/stability–knows self					
3. Ability to present ideas					
4. Voice projection					
5. Use of English language/speech					
6. Pleasant personality–not irritating					
7. Exemplifies leadership traits					
8. Demonstrates good judgment					
9. Interacts well in a group					
10. Shows signs of creativity					
11. Flexible–evidence of cooperation					

Subtotal_____

B *Professional Characteristics and Qualifications*

	1	2	3	4	5
1. Knowledge of subject matter					
2. Educational philosophy compatible with district's philosophy					
3. Concern for student differences					
4. Enthusiasm for teaching					
5. Teaching methodology–shows variety					
6. Pupil control techniques					
7. Professional attitude					
8. Knowledgeable about English curriculum					
9. Willingness to sponsor extracurricular activities					
10. Undergraduate and/or graduate grades in English					
11. Classroom management techniques					
12. Job-related hobbies and/or special talents					
13. Overall undergraduate and/or graduate grade-point average					
14. Knowledge of teaching/learning process					

Subtotal_____

BEST COPY AVAILABLE

C. *Experience and Training*

1. Relevance of previous teaching experience
2. Scope of previous teaching experience
3. Relevance of student teaching
4. Appropriateness of participation in professional organizations
5. Relevance of nonprofessional work experience

1	2	3	4	5

Subtotal_____

Total Score_____

The following is a general appraisal of this individual's promise for future success as an English teacher in our school district.

Should not be considered; poor applicant	Endorse with reservations; inferior applicant	Should be considered; average applicant	Good first impression; strong applicant	Exceptional potential; outstanding applicant

Additional comments:

Interview began _____ **Interview ended** _____

_____

Interviewer

INTERVIEW QUESTIONS
FOR
TEACHING POSITION-USD ____

1. Briefly describe your background (college training, general background, etc.)

2. What are some of the main reasons for desiring a teaching position in USD ____?

3. Would you respond to the following areas by stating what you feel are your strengths for each area and areas of weakness where you feel improvement is needed?

   3a Creating a stimulating classroom environment - What strategies would you use?

   3b Student Management - Assessing the accomplishments of students on a regular basis. How can you tell if students are mastering the basis curriculum?

   3c Public Relations - Rapport with others on the instructional staff; promoting positive faculty morale; communicating the school to the community.

   3d Building Classroom Budgets - Budgeting, financial accounting, etc. How would you respond for requests from the administration in this area?

   3e Curriculum - Coordinating the classroom curriculum with the district's curriculum program; developing strategies to respond to outcomes-based accreditation and graduation models; motivating fellow staff members to feel that curriculum development and coordination is important; motivating students to feel that mastering the curriculum is essential.

   3f State and Federal Programs - What, if any, experience have you had with these programs? (Chapter I; special education, etc.) How

do you feel the "regular" classroom teacher should relate to the special education teachers? How do you feel about mainstreaming?

3g Reporting - Submitting reports as requested by the superintendent, the principal, and/or the board of education.

3h Supervision - What methods do you like to use to maintain classroom control and keep students on task? What are the teacher's responsibilities for supervision outside the classroom? How do you think you can maintain the balance between control and freedom so that students are effectively managed, yet feel free to express their own ideas and their own individuality?

3i Community Participation - Extra curricular school activities; general involvements. What do you feel are the teacher's responsibilities in this area? (Within limitations of professional responsibilities to USD ____.)

4. What are your long-term career goals?

5. Do you feel comfortable living in this part of Kansas?

6. What is your position on evaluation of teachers by the principal? How do you respond to suggestions to improve your performance?

6a What procedures would you follow to learn how to use the district's evaluation tool to help you improve your teaching?

6b How do you feel about inservice programs for educating teachers? In your opinion, what activities would make for a good inservice program?

7. What, in your opinion, are the most important functions of a classroom teacher?

8. Which teaching functions do you feel most comfortable handling? Which ones do you think will give you the most difficulties?

9. What, specifically, have you done to upgrade yourself professionally and personally during the past two or three years?

10. In terms of professional development, what types of new skills would you like to learn in the next five to seven years?

11. Regarding this teaching position, what do you see as your greatest strength? Your greatest weakness?

12. What are your ideas on the roles of the school board and the building principal?

13. Do you believe that teaching is more important than other professions? Why or why not?

14. If offered this position, when could you begin?

14a What salary range would you expect?

15. If offered this position, is there any reason, if all goes well, that you would not stay two or three years?

CUSTODIAL POSITION

Part-time, 30 Hours Per Week

U.S.D. #403, Otis-Bison, is accepting applications for the position of Custodian.

Duties will include but not be limited to:

Cleaning of Buildings
Maintenance of Buildings
Athletic Activities Preparation/Clean-up

Applicant qualifications will include but not be limited to:

Good health
Work dependability
Good work habits
Ability to work with students and others in a positive manner
Experience in cleaning facilities/building repairs preferred
Valid drivers' license with good driving record

Starting salary: $6.41 per hour

Position location: Bison Middle School

Application process: Qualified applicants should contact the District Office to secure an application. Typical office hours are from 8:00 a.m. to 4:00 p.m., Monday through Friday. Individuals having questions may call the District Office (316)923-4661.

Application Deedline: All required applications should be returned by 12:00 noon, Tuesday, December 1, 1992 to

U.S.D. 403
R. R. #1
Box 76A
Albert, Ks 67511

U.S.D. 403 does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX or Section 504 may be directed to the Superintendent of Schools, who can be reached at (316) 923-4661, R. R. 1, Box 76A, Albert, KS 67511

EMPLOYMENT APPLICATION QUESTIONS

The following list provides questions by subject area that should not be used on the employment application forms or in the preemployment interview for any job (certified and noncertified) in the district and related questions which may be asked and used on the application forms.

Subject	Job Related Non-Discriminatory Questions	Not Job-Related Potentially Discriminatory Questions
Address/ Residence	What is your mailing address? How long a resident of this state or city? (for tax purposes)	Where did you live previously?
*Age/ *Birthdate	Are you over 18 years of age? What is your date of Birth?	How old are you?
*Arrests/ *Convictions	Have you ever been convicted of a felony or any offense involving moral turpitude? If so, when, where, and nature of offense.	Inquiries regarding arrests for any crime.
Birthplace		Birthplace of applicant, his or her parents, spouse, or other close relative. Requirement that applicant submit birth certificate, and naturalization or baptismal records.
Citizenship	Are you a citizen of the U.S.? (May be asked only to determine whether applicant has legal right to work in the U.S.)	Of what country are you a citizen? Are you a naturalized or native-born citizen? Are your parents or spouse naturalized or native-born citizens of the U.S.?
*Dependents		Do you have any children? How old are your children? Do you have any dependents? What child care arrangements have you made?

Subject	Job Related Non-Discriminatory Questions	Not Job-Related Potentially Discriminatory Questions
*Disabilities/ Handicaps Health Pregnancy	Are there any positions for which you should not be considered or job duties you cannot perform? Inquiries into contagious or communicable diseases which may endanger others.	Are you pregnant? Are you using any contraceptives? Are you planning to have a family? Requirement that women be given a pelvic examination. Do you have a disability or handicap? Do you use any adaptive device or aid? Have you ever been treated for the following diseases?
Driver's License	May be asked about only if driving is necessary for the job.	Do you have a valid driver's license?
*Education	Inquiry into the academic, vocational, or professional education of the applicant and the schools attended.	
Emergency	Name and address of person to be notified in case of accident or emergency.	Name and address of nearest relative to be notified in case of an emergency.
*Experience	Inquiries into work experience	
Height or weight		Any inquiries regarding applicant's height or weight unless bona fide job qualification.
Housing		Do you own a home? Do you rent, or live in an apartment?
*Language	What language(s) do you speak or write fluently?	What is your mother tongue? What language is commonly used (only if job related) at home?

Subject	Job Related Non-Discriminatory Questions	Not Job-Related Potentially Discriminatory Questions
*Marital Status	Related to a board member or employee of the district (nepotism policy)	Any inquiries into marital status, plans for a family, or number of dependents. Is your spouse employed and Where? What is your spouse's name?
Military Service	Question of military service only as it relates to prior employment or possessing special skills or training	Inquiry into applicant's military service, rank, type of discharge, breach of service, serial number, discharge date or other non-job related questions.
Name	Applicant's full name. Have you ever worked for this district under a different name? Is any additional information necessary to check on your work record? If yes, explain.	Applicant's maiden name. Original name of applicant whose name has been changed by court order or otherwise.
National Origin	Inquiry into language applicant speaks or writes but only if relevant to the job.	Inquiry into applicant's lineage, ancestry, descent, national origin, nationality or parentage. Nationality of applicant's parents or spouse. What is your mother tongue?
*Organizations	Inquiry into membership in professional organizations or hobby groups relevant to the job.	Inquiry into membership in specific organizations the name or character of which reveal personal information which could be used to discriminate against the applicant.
*Personal Traits		Do you smoke? Do you drink alcoholic beverages? What books do you read? What organizations are you a member of? What is the value of your assets? How much insurance do you carry? How often are you sick? Do you have any hobbies?

Subject	Job Related Non-Discriminatory Questions	Not Job-Related Potentially Discriminatory Questions
Photograph		Requirement that applicant submit a photograph either before or after the pre-employment inquiry.
Race or Color		Questions regarding complexion or color of skin, national origin, ancestry, etc. (see also "National Origin").
*References	Who suggested that you apply for a position here? Name and address of person(s) for reference.	Inquiries into the name of priest or religious leaders.
Relatives	Names of applicant's relatives already employed by the school system.	Requirement to furnish name and address of any relative.
*Religion	General questions regarding work hours only, such as: Are you available to work the hours and days required for the job?	Inquiries into religious affiliation. Inquiries into religious holidays observed. Do you go to church?
Sex		Any inquiry regarding applicant's sex, including title of Mr., Miss, or Mrs. Any questions regarding family planning.
*Special Skills	Inquiries into special skills such as foreign languages, writing, operating computers, etc.	

It should be noted that once an individual is hired, additional information may be obtained such as marital status, dependents, health information which is needed for insurance and income tax purposes.

The Kansas Association of School Boards wishes to thank and extend recognition to Wayne Lueders, Associate Executive Director of the Iowa Association of School Boards for putting this material together; and to the legal staff at KASB for additional assistance.

* **CRITICAL QUESTIONS**

U.S.D. 403 does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX or Section 504 may be directed to the Superintendent of Schools, who can be reached at (316) 923-4661, R. R. 1, Box 76A, Albert, KS 67511

TEACHER'S APPLICATION

Goodville School District

For Office Use Only

Interview Date _____
Interviewer _____ Date _____
Position _____ Soc. Sec. No _____

I. **Personal Information:**

Name _____
Last First Middle
Date of birth _____ Age _____
Present Address _____ Phone _____
Street City State Zip
Permanent address _____ Phone _____
State City State Zip
General condition of health _____
Are you willing to take a physical exam? _____

II **Professional Information**

List in order of preference, the subjects or grades you are prepared to teach:
1. _____ 2. _____ 3. _____
List Teaching Certificates held:
_____
List Teaching Certificates held (other States):
_____
Membership in professional organizations: _____
What co-curricular activities are you prepared to sponsor (secondary level)? _____

III Teaching Experience:

List experience in chronological order (starting with first position held), and account for each school year since you began teaching.

No. Yrs. Exp.	Inclusive Dates From	To	Name of School	Location City or County State	Grades, Sub. or Position	Annual Salary	Name of Prin.	Present Address of Principal

Kindergarten _____ Years Junior High _____ Years
Elementary _____ Years Senior High _____ Years Other _____ Years
Total Teaching Exp. _____ Years
Name of superintendent under whom you last taught _____

IV. **Educational and Professional Training:**

Total Number of Hours to Date _____ Undergraduate _____ Graduate _____ Major _____ Number of Major Hrs. _____ Minor _____ Number of Minor Hrs. _____

	Name of Instit. Attended	State	Dates Attended		Time in Yrs and Fractions of Yrs	Graduation		Subjects	
			From	To		Date	Degree	Major	Minor
A. Undergraduate Work									
B. Graduate Work									
C. Additional Education									

D. For both secondary and elementary majors

Hours of Student Teaching	
Place of Student Teaching	
Name of Coop. Teacher	
Subject or Grade Level of Student Teaching	

V. **Professional References:**

Location of confidential placement file _____

It is the responsibility of the applicant to have his/her placement file and college/university transcripts sent to the school district.

Please list three people who have firsthand knowledge of your work performance. Have these individuals send letters of reference to the personnel department if references are not included in your placement file. One of the three reference letters must be from your current or last immediate supervisor.

Name	Official Position	Present Address

Signature: _____

U.S.D. 403 does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX or Section 504 may be directed to the Superintendent of Schools, who can be reached at (316) 923-4661, R. R. 1, Box 76A, Albert, KS 67511

Goodville School District

For Office Use Only

Date Rec'd. _____
Interview Date _____
Starting Date _____
Position _____
School _____
Salary _____
Term. Date _____

CLASSIFIED APPLICATION FOR EMPLOYMENT

Position _____

PLEASE PRINT OR TYPE

Today's Date _____

PERSONAL INFORMATION

Name _____
Last First Middle

Present address _____
Street City State Zip code

Phone _____ Social Security No. _____
Date of birth _____ Place _____
General condition of health _____
Are you willing to take a physical exam? _____

EDUCATION INFORMATION

Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Name of school and location	Dates of Attendance	Day or Night	Full- or Part-time	Type of Course(s)
Elem.	from ____ to ____	_____	_____	_____
Jr. High	from ____ to ____	_____	_____	_____
Sr. High	from ____ to ____	_____	_____	_____
College	from ____ to ____	_____	_____	_____

MILITARY SERVICE

Branch _____ From _____ To _____ Present Status _____
Highest rank _____ Duties _____
List any special training received in service _____
Type of discharge _____

EMPLOYMENT RECORD

List the most recent employment first and work back consecutively

From	To	Firm Name & Supervisor	Firm Address	Salary Beg.	Salary Last	Position, Duties and Reason for Termination

List any experience, skills, or qualifications which you feel would especially fit you for work in our district: _____

_____

Are you a member of the Non-Teacher Retirement System? _____

If Yes, give Retirement No. _____

GENERAL INFORMATION

When can you start work? _____ What wage or salary do you expect? _____

List civic organizations to which you belong and office(s) held within last three years _____

Have you ever been convicted of any violation of law other than a traffic violation? _____ If yes, give particulars of each conviction and state what disposition was made of each: _____

_____

Have three people with firsthand knowledge of your work performance send letters of reference to the personnel department. One of the three reference letters must be from your current or last immediate supervisor.

_____

Signature

U.S.D. 403 does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX or Section 504 may be directed to the Superintendent of Schools, who can be reached at (316) 923-4661, R. R. 1, Box 76A, Albert, KS 67511

APPLICATION FOR HIGH SCHOOL PRINCIPAL

PERSONAL INFORMATION

Date _____

_____

Last Name First Middle

Business Address _____ Telephone_____

City_____ State _____ Zip Code_____

Home Address _____Telephone _____

City_____ State _____ Zip Code_____

PRESENT POSITION _____

School's student enrollment _____ School's annual budget _____

Salary during current school year _____

PROFESSIONAL PREPARATION: Highest degree earned _____

Institution and Location	Major/Minor	Degree	Date Received
_____	_____	_____	_____
_____	_____	_____	_____

My confidential file can be acquired from:

Name of Institution _____

Address _____

_____

SUMMARY OF EXPERIENCE: List all experience in reverse chronological order. Please include both school and nonschool experience.

Institution and Location	Position	From/To	Years	Size/Unit	Highest Salary
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Type of administrator certificate held _____

In which state(s) _____

QUESTIONS

The following questions are designed to help the interviewers know you as a person and as a professional. Your concise and candid responses are very important.

1. Why do (did) you want to become a high school principal?

2. What do (would) you consider to be your major strengths as an administrator?

3. In your previous experience, in what ways have you most influenced a school?

4. What basic problem-solving approaches or principles do (would) you use to deal with school issues?

5. What methods or approaches do (would) you use to bring about change in a school?

6. How do (would) you delegate responsibilities to others?

7. As a principal, what communication approaches or systems are (would be) most effective for you?

8. How do (will) you, as a principal, work most effectively with central-office administrators?

9. What about being a high school principal has been (will be) most rewarding to you?

_____

Signature

BEST COPY AVAILABLE

UNIFIED SCHOOL DISTRICT NO. 403
RURAL ROUTE NO. 1, BOX 76A
ALBERT, KANSAS 67511
TEL. NO. (316) 923-4661

Steve Neely
Superintendent

October 6, 1993

Mrs. Mary
P. O. Box
Otis, KS 67565

Dear Mary:

I am pleased to advise you the Board of Education meeting in regular session on Monday, October 4, 1993, voted to accept the administrative staff's recommendation to employ you for the position of activities custodian. Please refer to the enclosed occupational description. You will note we would like to use you as a substitute custodian when one of the regular custodians is not available due to illness, etc.

Your pay rate will be $6.51 per hour. Please be sure to visit with Mr. Goodheart regarding the schedule to have completed time cards.

As always, we appreciate your cooperation and assistance.

Sincerely,

Steve Neely
Superintendent

SN:jmp

Enclosure

cc: Mr. Goodheart, Principal

UNIFIED SCHOOL DISTRICT NO. 409
RURAL ROUTE NO. 1, BOX 76A
ALBERT, KANSAS 67511
TEL. NO. (316) 923-4661

Steve Neely
Superintendent

October 6, 1993

Mr. Eugene
P. O. Box
Olmitz, KS 67564

Dear Mr. :

The process of selecting an individual to fill the position of Activities Custodian was difficult due to the quality of the applicants. The Board of Education meeting in regular session on Monday, October 4, 1993, agreed to approve the administrative staff's recommendation to employ another candidate for the position.

We greatly appreciate your offer to assist us and hope you will apply for future positions.

Sincerely,

Steve Neely
Superintendent

SN:jmp

cc: Mr. Goodheart, Principal